

# WYOMING FINE AND PERFORMING ARTS CONTENT AND PERFORMANCE STANDARDS

## RATIONALE

Human culture is inseparable from the arts. From cave paintings to soaring music to YouTube, the arts cut across language and time to create connections between peoples. Current technology combined with ancient techniques gives students the opportunity to explore the arts and their world in new ways. Whether it is the play which makes us laugh while addressing issues of loyalty and family relationships, the painting documenting a joyous event, music that evokes patriotism or the courting ritual of dance, the arts create community by serving as a primary medium for communicating ideas, emotion and meaning.

Students who are engaged in the arts develop critical habits of mind which serve them through their work in other disciplines and through life. The arts foster acceptance of diversity, independence and collaboration. Embedded in the arts is the experience of joy through creation, the opportunity to experiment, risk and persevere, and, above all, learning to deeply experience and see, hear, feel the world around you.

Fostering students' creativity is the foundation of the Wyoming State Fine and Performing Content and Performance Standards.

### Why do we have Standards for the Fine and Performing Arts?

Standards ensure that all students in Wyoming receive a uniform and consistent art education and are prepared for success in and out of the classroom. The arts, like no other subject, offer students the opportunity to develop and apply thinking and motor skills across disciplines. The Fine and Performing Arts offer multiple pathways to experiencing the arts through:

- **Creating or performing.** At the heart of the standards is developing craft through disciplined practice, whether it is to draw, play an instrument, or bringing a character to life.
- **Aesthetic perception.** Beyond creating is both the ability to enjoy and think critically about the arts in all their varied forms.
- **Historical and cultural context.** The arts span time and culture, drawing us together through a universal language and distinguishing us by our art forms
- **Artistic connections.** Developing connections across disciplines and discovering the arts everywhere!

### What is new in the Fine and Performing Arts Standards?

For the first time in the Wyoming Fine and Performing Arts Content and Performance Standards, the four disciplines have the opportunity to express their crucial content and skills in language congruent with the national standards of the field. Each discipline, Dance, Music, Theatre and Visual Arts, has developed their own benchmarks, while recognizing foundational skills and knowledge through common standards. The Content and Performance Standards are organized by grade band to provide specific guidance about what students need to know and be able to do at the end of 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades. Splitting the disciplines into the new benchmarks supports the work of teachers and principals regarding what a quality program may look like in their buildings. The proposed benchmarks will guide teachers to understanding the critical components of arts instruction that will support the growth of students' knowledge, skill, and interest in a particular arts discipline.

## Organization of Standards

The Wyoming Fine and Performing Arts Content and Performance Standards define what students should know and be able to do in their study of the arts. They do not dictate curriculum or teaching methods. Teachers ensure students achieve standards by using a variety of instructional strategies based on their students needs.

The following terms are used in this document:

**Grade Span:** A consecutive range of grades which align with students' developmental needs and the instructional organization of Wyoming schools.

**Standard:** A general strand of fine and performing arts content and processes that students are expected to know and be able to do.

**Cluster:** A group of related benchmarks (dance, music, theatre, and visual arts)

**Benchmark:** Statement of what a student should know and do at the end of a grade span or high school content area. Benchmarks form a continuum through which students can become successful in reaching a specific standard.

**Standards Coding:** The standards are coded for ease of identification and recording by **Content & Grade Level, Standard, Cluster** and **Benchmark** as in the following examples:

**FPA 4.1.A.1** stands for: (Content and Grade Span) **Fine and Performing Arts Grade Span **K-4****. (Standard Number) **1**. (Cluster) **Visual Arts**. (Benchmark) **1**

**FPA 11.3.T.2** stands for: (Content and Grade Span) **Fine and Performing Arts Grade Span **9-11****. (Standard Number) **3**. (Cluster) **Theatre**. (Benchmark) **2**

**Performance Level Descriptors:** These statements help teachers judge where students are performing in relation to the standards. They describe student performance at various levels of proficiency. To consider a standard as “met”, students are required to perform at the “proficient” level. A general definition of each level is provided below.

**Advanced:** Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.

**Proficient:** Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.

**Basic:** Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.

## **Performance Level Descriptors - Fine and Performing Arts**

Content level descriptors describe the performance expectations for students working in the fine and performing arts. They provide students, parents and teachers a set of expectations for different levels of performance. Content level performance descriptors are intentional broad, addressing the knowledge and skills specific to the discipline of fine and performing arts, as well as the expected cognitive depth students must demonstrate at each performance level.

**Advanced:** Students at the advanced performance level, engage in the creative process to

- Envision artistic works, demonstrating persistence and craftsmanship while applying skills and knowledge to create or perform work
- Reflect upon and communicate the meaning and purpose of artistic works
- Reflect on their observations and knowledge to interpret and evaluate artistic works
- Analyze and reflect upon the historical and cultural context of the arts and
- Synthesize the arts, other disciplines and the communities in which they live

**Proficient:** Students at the proficient performance level, engage in the creative process to

- Persistently apply skills and knowledge to create or perform artistic works
- Communicate the meaning and purpose of artistic works
- Make observations about and interpret artistic works
- Analyze the historical and cultural context of the arts and
- Explain connections between arts, other disciplines and the communities in which they live

**Basic:** Students at the basic performance level, through the creative process,

- Apply skills and knowledge to create or perform artistic works
- Make observations and communicate about artistic works
- Recognize that the arts have a historical and cultural context and
- Identify connections between arts, other disciplines and the communities in which they live

\* Note: No performance level descriptor is written for “below basic.”

DRAFT

## K-4 Grade Span

### Standard 1: Creative Expression Through Production

**Students create, perform, exhibit, or participate in the arts.**

Visual Art	Dance	Theatre	Music
FPA 4.1.A.1: Students create and revise original art to express ideas, experiences and stories	FPA4.1.D.1: Students explore isolated and coordinated dance movement with body awareness	FPA4.1.T.1: Students create and perform to express ideas through the use of movement, sound and language	FPA4.1.M.1: Students develop basic musicianship through practice, rehearsal and revision
FPA 4.1.A.2: Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through art.	FPA4.1.D.2: Students practice and demonstrate balance, coordination, strength and range of motion in basic locomotor and nonlocomotor/axial movements, moving in a variety of directions	FPA4.1.T.2: Students explore the expression of an idea through the creative use of available materials and resources	FPA4.1.M.2: Students perform independently and with others, developing pitch accuracy, rhythm, posture, and steady beat, a varied repertoire of music
FPA 4.1.A.3: Students apply the elements and principles of design to their artwork	FPA4.1.D.3: Students demonstrate the elements of dance, including shape, level, pathway, spatial awareness, and energy/movement quality	FPA4.1.T.3: Students develop self-discipline through practice and memorization	FPA4.1.M.3: Students improvise simple rhythms, melodies and accompaniments using a variety of traditional and non-traditional sounds
FPA 4.1.A.4: Students collaborate with others in creative artistic processes	FPA4.1.D.4: Students demonstrate the ability to dance to a musical phrase, responding to dynamic changes	FPA4.1.T.4: Students develop collaborative skills through the creative dramatic process	FPA4.1.M.4: Students create and arrange music using a variety of traditional and non-traditional sound sources
FPA 4.1.A.5: Students use art materials and tools in a safe and responsible manner	FPA4.1.D.5: Students demonstrate a sequence of movements, remember them in a short phrase and identify the beginning, middle and end	FPA4.1.T.5: Students imagine and describe characters, plots and settings	FPA4.1.M.5: Students read and notate simple rhythm and pitch notation
FPA 4.1.A.6: Students complete and exhibit their artwork	FPA4.1.D.6: Experience the use of technology with dance		
	FPA4.1.D.7: Students independently create and perform movements to express images, ideas, intent, situations and feelings		

## 5-8 Grade Span

# Standard 1: Creative Expression Through Production

## Students create, perform, exhibit, or participate in the arts.

Art	Dance	Theatre	Music
FPA8.1.A.1: Students create and revise original art to express ideas, experiences and stories	FPA8.1.D.1: Students demonstrate and explain isolated and coordinated dance movements with body awareness and intent	FPA8.1.T.1: Students perform in a theatrical setting	FPA8.1.M.1: Students demonstrate musicianship through individual practice, rehearsal and revision
FPA8.1.A.2: Students select and recognize qualities and characteristics of art media, techniques, technologies and processes to communicate their experiences and ideas through art	FPA8.1.D.2: Students perform movements with an understanding of alignment, balance, initiation of movement, range of motion, weight shift, elevation and landing, fall and recovery	FPA8.1.T.2: Students create for a theatrical setting using technical theatre skills	FPA8.1.M.2: Students perform independently and with others, demonstrating correct posture, playing position, breath control, intonation, range and tone quality, a varied repertoire of music
FPA8.1.A.3: Students analyze the use of the elements and principles of design in their artwork	FPA8.1.D.3: Students apply and analyze the elements of dance in their own and others performance	FPA8.1.T.3: Students improve theatrical skills and self-discipline through rehearsal, practice, and memorization.	FPA8.1.M.3: Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality
FPA8.1.A.4: Students collaborate with others in creative artistic processes	FPA8.1.D.4: Students understand and perform musical phrasing	FPA8.1.T.4: Students apply collaborative skills in the creative dramatic process	FPA8.1.M.4: Students compose and arrange music within specified guidelines
FPA8.1.A.5: Students use art materials and tools in a safe and responsible manner	FPA8.1.D.5: Students perform multiple movement phrases to demonstrate different choreographic structures and forms. Students explain the choreographic structures they performed.	FPA8.1.T.5: Students explore character and theme within a dramatic piece	FPA8.1.M.5: Students develop musical literacy through reading, sightreading and notating music
FPA8.1.A.6: Students prepare and exhibit their artwork	FPA8.1.D.6: Explore and discuss ways of using technologies with dance	FPA8.1.T.6: Students write a simple script	
	FPA8.1.D.7: Students use improvisation and revision to choreograph to communicate images, ideas, intent, situations or feelings		

## 9-11 Grade Span

### Standard 1: Creative Expression Through Production

## Students create, perform, exhibit, or participate in the arts.

Art	Dance	Theatre	Music
FPA11.1.A.1: Students conceptualize, create and revise original art to express ideas, experiences and stories	FPA11.1.D.1: Students analyze and evaluate a wide range of isolated and coordinated dance movements with body awareness and intent	FPA11.1.T.1: Students perform in a theatrical setting using a variety of dramatic styles.	FPA11.1.M.1: Students refine musicianship through individual practice, rehearsal, revision and performance
FPA11.1.A.2: Students envision, create, communicate experiences and ideas, and work toward artistic goals through use of media, techniques, technologies, and processes	FPA11.1.D.2: Students refine movement skills and evaluate alignment, balance, initiation of movement, range of motion, weight shift, elevation and landing, fall and recovery	FPA11.1.T.2: Students design and create for a theatrical setting using a variety of technical theatre skills and technologies	FPA11.1.M.2: Students perform independently and with others, refining musicianship and technical accuracy, a varied repertoire of music
FPA11.1.A.3: Students plan and create artistic works based on use of design elements and principles	FPA11.1.D.3: Students apply and evaluate the elements of dance in their own and others performance	FPA11.1.T.3: Students refine theatrical skills and self-discipline through rehearsal, practice, memorization and revision	FPA11.1.M.3: Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality, and discuss their musical choices
FPA11.1.A.4: Students collaborate with others in creative artistic processes	FPA11.1.D.4: Students phrase movement artistically and musically and explain their choices	FPA11.1.T.4: Students apply collaborative skills to create and critique theatrical works	FPA11.1.M.4: Students compose and arrange music within specified guidelines, demonstrating creativity in using the elements of music for expressive effect
FPA11.1.A.5: Students use art materials and tools in a safe and responsible manner	FPA11.1.D.5: Students choreograph a dance using recognized structures and forms; students critique the use of choreographic structures and forms in a specific dance.	FPA11.1.T.5: Students research characters, themes, and historical events to support the creation of theatrical productions	FPA11.1.M.5: Students demonstrate musical literacy through reading, sightreading and notating music
FPA11.1.A.6: Students select, prepare and exhibit their artwork and explain their choice(s)	FPA11.1.D.6: Explore and use technology with dance.	FPA11.1.T.6: Students write a simple script in an accepted play format	
	FPA11.1.D.7: Students synthesize elements of dance and choreography to communicate a coherent idea in a performance		

## K-4 Grade Span

## Standard 2: Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

<b>Visual Art</b>	<b>Dance</b>	<b>Theatre</b>	<b>Music</b>
FPA 4.2.A.1: Students observe and describe in detail the physical properties of works of art	FPA4.2.D.1: Students observe and discuss how dance is similar to and different from other forms of human movement	FPA4.2.T.1: Students view and discuss a live performance	FPA4.2.M.1 Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices.
FPA 4.2.A.2: Students respond to art, using vocabulary that describes subjects, themes and symbols	FPA4.2.D.2: Students observe or perform dance and discuss observations in relation to personal context.	FPA4.2.T.2: Students observe and describe how theatrical elements contribute to a live performance	FPA4.2.M.2 Students respond to aural examples by moving to and describing music of various styles
FPA 4.2.A.3: Students describe works of art using the language of artistic elements and principles.	FPA4.2.D.3: Students observe and use dance terminology to describe how elements of dance contribute to a performance	FPA4.2.T.3: Students describe subjects, themes and symbols of a dramatic work using basic theatrical terminology	FPA4.2.M.3 Students explore criteria and discuss the quality of their own and others' performances and improvisations
FPA 4.2.A.4: Students explain their preference for specific works	FPA4.2.D.4: Students observe and describe how production elements contribute to a performance	FPA4.2.T.4: Students explain their personal preference for dramatic works.	FPA4.2.M.4 Students explain their preferences for specific musical works and genres
	FPA4.2.D.1: Students observe and discuss how dance is similar to and different from other forms of human movement	FPA4.2.T.5: Students read and understand a simple script	

**5-8 Grade Span**  
**Standard 2: Aesthetic Perception**



Students respond to, analyze, and make informed judgments about the arts.

Art	Dance	Theatre	Music
FPA 8.2.A.1: Students observe and describe in detail the physical properties of works of art	FPA8.2.D.1: Students explain how different kinds of movement impact meaning and interpretation of artistic choices	FPA8.2.T.1: Students view and analyze a live performance including articulating emotional responses to the performance	FPA8.2.M.1 Students apply appropriate terminology in the analysis of compositional devices and techniques used in a musical work
FPA 8.2.A.2: Students interpret art, identifying subjects, themes and symbols that communicate their knowledge of context, values and meaning	FPA8.2.D.2: Students observe or perform dance and discuss the main ideas of the dance, articulating emotional and kinesthetic responses in relation to personal context.	FPA8.2.T.2: Students observe and analyze how technical, organizational and theatrical elements contribute to the ideas, aesthetic quality, and impact of the theatrical form.	FPA8.2.M.2 Students respond to aural examples by describing musical elements of a varied repertoire of music
FPA 8.2.A.3: Students describe and analyze works of art using the language of artistic elements and principles	FPA8.2.D.3: Students use dance terminology to analyze how technical, organizational and dance elements contribute to the ideas, aesthetic quality, and impact of the performance.	FPA8.2.T.3: Students interpret dramatic works, identifying subjects, themes, artistic choices and symbols that communicate their knowledge of context, values and meaning through use of theatrical terminology	FPA8.2.M.3 Students discuss criteria and evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations
FPA 8.2.A.4: Students form and defend their preferences for artists and specific works	FPA8.2.D.4: Students discuss how production elements contribute to the ideas and impact of the performance	FPA8.2.T.4: Students explain personal preferences for dramatic works and styles through the influence of personal experiences	FPA8.2.M.4 Students form and defend their preferences for musicians, musical works and genres
		FPA8.2.T.5: Students read and analyze a script	

## 9-11 Grade Span

### Standard 2: Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

Art	Dance	Theatre	Music
FPA 11.2.A.1: Students observe and describe in detail the physical properties of works of art	FPA11.2.D.1: Students interpret and analyze themes and symbolic movements in a dance performance	FPA11.2.T.1: Students view and critique a live performance, including responses to the intellectual and emotional effects of the performance	FPA11.2.M.1 Students analyze compositional devices and techniques used in a musical work and give examples of other works that make similar uses of these devices and techniques
FPA 11.2.A.2: Students interpret and analyze the intentions of artists through themes, subjects and symbols. Students question and explore the implications of the artists' various purposes	FPA11.2.D.2: Students observe and critique performance of dance, based on their intellectual, kinesthetic and emotional response to the performance	FPA11.2.T.2: Students observe and evaluate how technical, organizational and theatrical elements contribute to the ideas, aesthetic quality, and impact of the theatrical form.	FPA11.2.M.2 Students respond to aural examples by evaluating musical elements and expressive devices of a varied repertoire of music
FPA 11.2.A.3: Students state preferences for individual works of art and provide rationale for those preferences based on an analysis of artistic elements and principles	FPA11.2.D.3: Students use dance terminology to analyze how technical, organizational and dance elements contribute to the ideas, aesthetic quality, and impact of the performance.	FPA11.2.T.3: Students interpret and analyze the intentions and artistic choices of dramatic artists through themes, subjects and symbols through use of theatrical terminology. Students question and explore the implications of the dramatic artists' various purposes	FPA11.2.M.3 Students apply criteria in evaluating their own and others' performances, compositions, arrangements, or improvisations by comparing and contrasting them to similar or exemplary models.
FPA 11.2.A.4: Students form and defend their preferences for artists, specific works and styles	FPA11.2.D.4: Students evaluate how production elements contribute to the ideas, aesthetic quality, and impact of the performance.	FPA11.2.T.4: Students form and defend preferences for specific theatrical works using a rationale based on an analysis of theatrical elements, and personal experiences.	FPA11.2.M.4 Students form and defend their preferences for musicians, musical works and genres
		FPA11.2.T.5: Students read, analyze and evaluate scripts	

## K-4 Grade Span

### Standard 3: Historical and cultural context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

<b>Visual Art</b>	<b>Dance</b>	<b>Theatre</b>	<b>Music</b>
FPA 4.3.A.1: Students know that the visual arts have both a history and specific relationships to various cultures	FPA4.3.D.1: Students observe, practice, perform and respond to dances from their community and different cultures	FPA4.3.T.1: Students explore dramatic works belonging to various cultures, times, and places.	FPA4.3.M.1: Students identify by genre or style examples of music from various historical periods and cultures
FPA 4.3.A.2: Students identify specific works of art as belonging to particular cultures, times, and environments	FPA4.3.D.2: Students observe or perform historical movements or dances		FPA4.3.M.2: Students listen to a varied repertoire of music and explore the historical and cultural significance
FPA 4.3.A.3: Students demonstrate how history, environment, culture, and the visual arts can influence each other	FPA4.3.D.3: Students recognize that people create and perform dance differently. Observe or perform and compare multiple dance genres		FPA4.3.M.3: Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures
	FPA4.3.D.4: Students recognize dancers in their family and community and explore how these artists create their work		

## 5-8 Grade Span

### Standard 3: Historical and cultural context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

Art	Dance	Theatre	Music
FPA 8.3.A.1:	FPA8.3.D.1:	FPA8.3.T.1:	FPA8.3.M.1:

Students know, identify and compare the characteristics of works of art from various environments, eras and cultures	Students explain how values and beliefs are reflected in dance in their community and in different cultures	Students investigate dramatic works as belonging to various cultures, times, and places.	Students describe distinguishing characteristics of music genres or styles from various historical periods and cultures
FPA 8.3.A.2: Students describe and place a variety of art objects in historical, environmental and cultural contexts	FPA8.3.D.2: Students investigate historical events and periods and their influence on dance	FPA8.3.T.2: Students explain how history, culture and theatre influence each other.	FPA8.3.M.2: Students listen to a varied repertoire of music and explain the characteristics that cause a work to be considered historically or culturally significant
FPA 8.3.A.3: Students analyze, describe, and demonstrate how factors of culture, time and environment influence visual characteristics that give meaning and value to a work of art	FPA8.3.D.3: Students compare and contrast choreography from a variety of styles of dance		FPA8.3.M.3: Students compare the purposes of music, roles of musicians, and environments in which music is typically performed in a variety of world cultures
	FPA8.3.D.4: Students recognize the role of dancers in their community and investigate how these artists create their work		

## 9-11 Grade Span

### Standard 3: Historical and cultural context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

Art	Dance	Theatre	Music
FPA 11.3.A.1: Students differentiate	FPA11.3.D.1: Students analyze the role of	FPA11.3.T.1: Students analyze dramatic	FPA11.3.M.1: Students classify, by genre

among a variety of historical, environmental and cultural contexts in terms of characteristics and purposes of works of art	dance in reflecting the values and beliefs of various societies	works and distinguishing features from a variety of cultures and historical periods	or style and by historical period or culture, unfamiliar music and explain the reasoning behind their classifications
FPA 11.3.A.2: Students describe the function and explore the meaning of specific art objects within varied cultures, eras, and environments	FPA11.3.D.2: Students analyze the relationships between historical events and the development of dance.	FPA11.3.T.2: Students examine the role and development of the theatre arts in a variety of cultures and historical periods	FPA11.3.M.2: Students listen to a varied repertoire of music, emphasizing American music, and analyze the characteristics that cause a work to be considered historically or culturally significant
FPA 11.3.A.3: Students analyze relationships of works of art to one another in terms of history, aesthetics, environment, and culture and place their work within the continuum of the visual arts	FPA11.3.D.3: Students analyze the contributions of selected dance artists to various styles of dance and how they have used materials, inventions and technologies in their work	FPA11.3.T.3 Students evaluate how a work of theatre impacts and is influenced by authorial, social, cultural and historical contexts	FPA11.3.M.3: Students evaluate the various purposes of music, select music for a specific purpose, and defend their choice
	FPA11.3.D.4: Students analyze the contributions that dance and its artists make to their local community		

## K-4 Grade Span

### Standard 4: Artistic Connections

Students connect and relate the arts to other disciplines, careers, and everyday life.

Visual Art	Dance	Theatre	Music
FPA 4.4.A.1: Students identify connections between the visual arts and other	FPA4.4.D.1: Students explore a concept or idea from another discipline	FPA4.4.T.1: Students demonstrate appropriate behavior in a variety of theatrical	FPA4.4.M.1: Students demonstrate safe, responsible and appropriate behavior in a variety of musical

disciplines in the curriculum	through movement	settings	settings
FPA 4.4.A.2: Students identify careers and recreational opportunities in the visual arts	FPA4.4.D.2: Students identify careers and recreational opportunities in dance	FPA4.4.T.2: Students develop and practice safe and responsible behavior in theatrical spaces	FPA4.4.M.2: Students identify similarities and differences between other disciplines and music
FPA 4.4.A.3: Students recognize visual artists in their family and community and explore how these artists create their work	FPA4.4.D.3: Students explain how healthy practices enhance their ability to dance	FPA4.4.T.3: Students identify connections between theatre and other disciplines	FPA4.4.M.3: Students explore careers, cultural and recreational opportunities in music
FPA 4.4.A.4: Students demonstrate appropriate behavior in a variety of art settings	FPA4.4.D.4: Students are attentive and respond appropriately to vocal, musical, social or observed cues.	FPA4.4.T.4: Students identify careers and recreational opportunities in theatre	FPA4.4.M.4: Students recognize how musical opportunities are supported in the community
	FPA4.4.D.5: Students recognize how dance opportunities are supported in the community	FPA4.4.T.5: Students recognize theatre artists in their family and community and explore how these artists create their work	
		FPA4.4.T.6: Students recognize how theatre opportunities are supported in the community	

## 5-8 Grade Span

### Standard 4: Artistic Connections

Students connect and relate the arts to other disciplines, careers, and everyday life.

Art	Dance	Theatre	Music
FPA 8.4.A.1: Students describe ways in which the principles and subject matter of	FPA8.4.D.1: Students cite examples of concepts used in dance and other disciplines	FPA8.4.T.1: Students demonstrate appropriate behavior in a variety of theatrical	FPA8.4.M.1: Students demonstrate safe, responsible and appropriate behavior in a variety of musical

other disciplines taught in the school are interrelated with the visual arts		settings	settings
FPA 8.4.A.2: Students explore visual arts careers and recreational opportunities and investigate the artistic skills needed for those opportunities	FPA8.4.D.2: Students understand the relationships between various professions in and related to dance	FPA8.4.T.2: Students demonstrate and practice safe and responsible behavior in theatrical spaces	FPA8.4.M.2: Students describe ways in which other disciplines are interrelated with music
FPA 8.4.A.3: Students recognize the role of visual artists in their culture and investigate how these artists create their work	FPA8.4.D.3: Students identify personal goals to improve themselves as dancers and the steps they are taking to reach those goals	FPA8.4.T.3: Students describe ways in which the principles and subject matter of theatre are interrelated with other disciplines	FPA8.4.M.3: Students develop an awareness of careers, cultural and recreational opportunities in music
FPA 8.4.A.4: Students demonstrate appropriate behavior in a variety of art settings	FPA8.4.D.4: Students are attentive and respond appropriately to vocal, musical, social or observed cues.	FPA8.4.T.4: Students explore careers and recreational opportunities utilizing theatrical skills	FPA8.4.M.4: Students discuss the economics of music, including the role of advocacy
	FPA8.4.D.5: Students understand the economics of the dance, including the role of advocacy and philanthropy	FPA8.4.T.5: Students recognize the role of theatre artists in their culture and investigate how these artists create their work	
		FPA8.4.T.6: Students understand the economics of the theatre, including the role of advocacy and philanthropy	

## 9-11 Grade Span

### Standard 4: Artistic Connections

Students connect and relate the arts to other disciplines, careers, and everyday life.

Art	Dance	Theatre	Music
FPA 11.4.A.1: Students synthesize the creative and analytical processes and techniques of the visual arts and other disciplines	FPA11.4.D.1: Students identify and explain commonalities and differences between dance and other disciplines	FPA11.4.T.1: Students demonstrate appropriate behavior in a variety of a theatrical settings	FPA11.4.M.1: Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings

FPA 11.4.A.2: Students identify artistic skills and determine how they apply to a variety of careers and recreational opportunities	FPA11.4.D.2: Students identify how dance skills and experiences support and apply to a variety of careers and recreational opportunities	FPA11.4.T.2: Students model and practice safe and responsible behavior in theatrical spaces	FPA11.4.M.2: Students examine the creative and analytical processes of music in relationship to other disciplines
FPA 11.4.A.3: Students analyze the contributions that art and visual artists make to their local community and contemporary society	FPA11.4.D.3: Students understand how media and social environment affect a dancer. Students analyze strategies to maintain personal health and well-being through dance	FPA11.4.T.3: Students connect the creative and analytical processes and techniques of theatre with other disciplines, and understand how theatre influences and enhances other disciplines	FPA11.4.M.3: Students identify how musical skills and dispositions are applied to careers, cultural and recreational opportunities
FPA 11.4.A.4: Students demonstrate appropriate behavior in a variety of art settings	FPA11.4.D.4: Students are attentive and respond appropriately to vocal, musical, social or observed cues.	FPA11.4.T.4: Students identify theatrical skills and determine how they apply to a variety of careers and recreational opportunities	FPA11.4.M.4: Students analyze the economics of music including the role of management, patrons, philanthropy and advocacy
	FPA11.4.D.5: Students analyze the economics of dance including the role of management, patronage, philanthropy and advocacy	FPA11.4.T.5: Students analyze the contributions that theatre and its artists make to their local community and contemporary society	
		FPA11.4.T.6: Students analyze the economics of theatre including the role of management, patronage, philanthropy and advocacy	